



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

criticism of this sort that the highest ideals of publishing may be obtained."

A similar spirit has been shown whenever the Committee has made its recommendations. Another publisher writes, "Your suggestions relative to binding, etc., were very helpful and we shall take advantage of them in subsequent printings." Although this cordial readiness to accept friendly criticism indicates the sincerity of purpose in our best publishing houses, it seems important to proceed slowly and use tact in passing on to others our frank judgments on their work.

As to any lowering of book prices all hopes have vanished. On the first of July book binders are to have a still further advance in wages, and the publishers will have to pay it or cease publishing. The

libraries will be obliged to reduce purchase still more.

Other fields of possible activity open as the publishers recognize the Committee as representative of the children's librarians of the country. Perhaps because of Mr. Hoyt's paper at the Asbury Park Conference, the Houghton, Mifflin Company does so regard the Committee and recently referred to it a question concerning the scope of a proposed book. Members of the Committee made separate comments upon the plan announced and we are told that author and publisher found them helpful.

It is hoped that more definite results will be accomplished in the next year of work.

Alice M. Jordan,
Chairman.

LENDING SECTION

The first meeting of the Lending Section was held at Colorado Springs on Saturday, June 5, 1920.

In the absence of Miss Florence Overton, Chairman of the Lending Section, Miss Esther Johnston, of the New York Public Library, presided, with Miss Cora Hendee, Librarian, Public Library, Council Bluffs, Iowa, Secretary.

A letter from the Executive Board of the A. L. A. authorizing the converting of the Round Table into a Section was read. Miss Louise Prouty of the Cleveland Public Library was appointed chairman of a nominating committee, and Miss Jennette Drake, of the Pasadena Public Library, was appointed chairman of a committee on organization.

The principal topic of the afternoon, presented by Dr. Arthur E. Bostwick, Librarian, St. Louis Public Library, was

THE LENDING DEPARTMENT STAFF: STIMULATING AND DEVELOPING NEW AND YOUNGER MEMBERS THROUGH STAFF MEETINGS, CONTACT WITH NEW BOOKS, BOOK REVIEWS, OPPORTUNITY FOR ORIGINAL WORK

Doctor Bostwick's delightful talk emphasizing the value of staff meetings was provocative of an interesting discussion in which Miss Kostomlatzky of Portland, Miss Prouty of Cleveland, and Miss Flex-

ner of Louisville, spoke from different viewpoints.

Miss Amy Meyer, of the Detroit Public Library, read an admirable paper on

DEVELOPMENT AND USE OF A CIRCULATING MUSIC COLLECTION

(See p. 182)

Her paper was based upon her experience in building up the Detroit Music Collection, and spoke for both librarian and musician.

Miss Florence Bradley read a paper by Miss Dorothy G. Lawton of the 58th Street Branch of the New York Public Library on

THE LIBRARY'S RESPONSIBILITY TOWARDS NATIONAL MUSIC

(See p. 180)

Mr. Greene of the Oakland Public Library contributed to the discussion, his experience in the circulation of church music. He was followed by Miss Flexner, of Louisville, and Miss Van Dyne of Newark.

Miss Ethel McCollough, of the Evansville Library, gave a ten-minute talk on

PAMPHLETS AND CLIPPINGS

(See p. 160)

Miss McCollough emphasized the importance of such timely and inexpensive aids, rather than the technical points in-

volved. The interest in the subject, and the increased use of such aids was shown by the discussion in which Miss Van Dyne spoke of the Newark collection, and Miss Florence Bradley of the National Organization of Public Health Nursing spoke from the special library point of view.

A brief business meeting was held on Monday morning, June 7. Miss Drake re-

ported for the Committee of Organization, and Miss Prouty for the Nominating Committee. The following officers were proposed, and duly elected: Chairman, Miss Jennie Flexner of the Louisville Public Library; Vice-chairman, Miss Caroline Ulrich of the Bridgeport Public Library; Secretary, Miss Tarr of the Youngstown Public Library.

SCHOOL LIBRARIES SECTION

The School Libraries Section met on the afternoon of June 2, Miss Harriet A. Wood presiding. Miss Martha C. Pritchard, the chairman of the Section, was unable to attend the conference.

The tone of the meeting was informal. Discussion of all practical school library problems was the keynote of the afternoon's session. Miss May Ingles, Librarian of the High School of Commerce, Omaha, Neb., talked on TEACHING OF STUDENTS THE USE OF BOOKS AND LIBRARY TOOLS. Mr. Willis H. Kerr, Librarian of the State Normal School Library, Emporia, Kan., discussed briefly SUPERVISED STUDY IN ITS RELATION TO THE SCHOOL LIBRARY. Miss Margaret Ely, Librarian of the Lake View High School Branch of the Chicago Public Library, Chicago, Ill., described helpful materials recently added to her collection.

Miss Ingles' talk was most practical and started vigorous discussion at once. An abstract follows:

The right use of a school library will contribute more to the training of a child in high ideals, fine tastes and good habits, than any other agency. The librarian, who is awake to her possibilities, will create the feeling that the library is the place to come for material on any subject wanted. Free use of the library and attendance without restriction will enable the pupil to become acquainted with its resources. The ability to acquire facts is of far more importance than the facts themselves. Few reserves and no marked places make it possible for the pupil to work and think. Few rules and plenty of lists and guides will simplify the use of the library. Instruction in the class room is of prime importance. At least one lecture should be

given and if possible, a course, graded throughout the four years should be systematically taught. The librarian should know the courses of study, visit classes and co-operate with the teacher in the assembling of material. Home reading may be encouraged by (a) consulting the likes and dislikes of the pupils, (b) giving talks on books in library or class room, (c) reading a "starter," (d) choosing a hero each month for the history class, (e) choosing good illustrated editions. Pictures and clippings and plenty of material, well advertised, will bring the individual pupil in personal contact with the librarian, who will constantly teach the individual pupil how to cull the material he desires. Co-operation with every department of the school in the preparation of the pupil in his self-education is best accomplished through careful instruction in the use of library books and tools.

Miss Ingles' talk contained many suggestions which were commented upon and general discussion brought forth other ideas, so that the meeting rapidly became most fruitful.

Mr. Kerr then talked about the question of supervised study. He spoke about the tendency of the teaching body to carry off to the individual class room groups of books, which then become dead as far as the library is concerned. He urged the necessity of keeping the books in the library and making the librarian responsible for their proper use, with the co-operation of the individual teacher.

Miss Ely told of the slides, map and postal card collections at the Lake View High School Library, and her card indexes to each of the collections. The slides are arranged according to series name and then numerically and are cataloged under